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ABSTRACT

This textbook is the second of six textbooks in a sequential reading series that makes use of the principles of modeling and assisted reading. The series can be used with small groups of three to five learners, with individual learners, or in a peer situation. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns. General directions for the instructor appear first. Specific directions for the instructor appear throughout the textbook opposite the learners' pages. One story divided into 10 units is provided. Attachments include a list of suggested activities, the text's scope and sequence, and word lists. The companion workbook contains exercises that are integrated with the textbook. Workbook activities correspond with each of the 10 textbook units and may be given for independent work or home practice. Types of workbook activities include multiple choice, matching, short answer, word formation, and composition (writing). (YLB)

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Book 2

ED293990

Read On! II

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QUESTIONNAIRE

To Tutors:

Read On! II is a revision of the original *Read On!* series (1978). The new edition is based on comments from users of the series and on new insights in the teaching of reading and writing.

LVA has a policy of soliciting comments from the people who actually use our materials. We use these comments in the revisions of our materials to make them even more effective. Therefore, we are especially interested in your answers to the following questions for future revisions.

1. Did you have literacy tutor training prior to using *Read On! II*? Literacy Volunteers of America ____ Laubach Literacy Action_____ Other_____ (name)_____
2. Have you used the 1978 *Read On!* series? Yes_____ No_____
3. Did you use *Read On! II* in one-to-one teaching_____ ABE drop-in_____ small groups_____ classroom_____?
4. Did you use *Read On! II* with school tutoring_____ ABE_____ library-literacy program_____ volunteer literacy program_____ other_____?
5. Did you use *Read On! II* with basic reading learner(s)_____ or English Second Language learner(s)_____ both_____?
6. What was the level of the learner(s) reading *Read On! II*?

   _____
7. What test did you use to establish the level(s)? _____

   _____
8. Was the amount of directions in *Read On II* too little_____ about right_____ too detailed_____ I already knew the procedure_____
9. Did the scripting in the first lesson of the book help? a lot_____ somewhat____ not at all____ I already knew the procedure____
10. What changes in the directions/scripting/stories, if any, would you suggest? _____

    _____
11. Did you teach more than one unit per lesson? one unit_____ more_____ how many more_____
12. Did you use *Read On! II* as the whole lesson____ or as a part____?
13. Were the "Suggested Activities" useful? Yes_____ No_____

14. Can you suggest other activities for inclusion in the future?

_____

_____

15. Did you use the workbooks as integrated activities with the lesson?
always_____ some of the time_____ never_____

16. What features did you feel were most helpful in *Read On! II* series?

_____

_____

_____

What features did you feel were least helpful?

_____

_____

What features would you change?

_____

_____

To Learners:

1. Did you enjoy reading the stories in this book of *Read On! II*
Yes_____ No_____
2. What story did you like best? _____

_____

What story did you like least? _____

_____

3. Did you use the Workbooks with: your tutor_____ on my own_____
not at all _____.
4. Did you enjoy the workbook activities? yes _____ no_____
some of them _____
5. Which kind of workbook activity did you like most? _____

_____

6. Which kind of workbook activity did you like least? _____

_____

7. What other kinds of stories would you like to read?

_____

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Read On! II
A Sequential Reading Series

Book Two
Musical Mix-up

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The *Read On! II* series makes use of the concept of Assisted Reading. That concept and the format of tutor directions on the textbook left-hand page and learner reading material on the right-hand were developed in the original *Read On!* (1978) series by Jane Root, Ph.D. Dr. Root's presentation allowed for even beginning readers to read with their tutors from the earliest lessons.

Since the original publication of *Read On!* in 1978, thousands of literacy students, tutors and trainers, as well as remedial reading teachers and learners, have used the series. Many of them have shared their thoughts and comments with us. For those comments, we are very grateful.

The *Read On! II* series is based on the advances made in the fields of reading and adult learning theory which have taken place in the nine years since the first *Read On!* was produced and on the comments of those who have used it over the years.

Much editorial and production detail work goes into developing a series of six textbooks, six workbooks, an *Instructor's Guide*, placement test and a set of *Tutor Resource Sheets*. I would like to thank not only the advisors and consultants listed on the title page of this series but also LVA national staff: Chip Carlin, Jinx Crouch, Jonathan McKallip, Margaret Price, Karen Alexander, Michelle Peterson, Jackie Iannotti, with special thanks to Barbara Jean MacDonald.

V.K. Lawson, Ph.D.

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Musical Mix-up

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General Principles

Read On! II is a sequential reading series which makes use of the principles of modeling and assisted reading. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns.

If you are unfamiliar with these approaches, reading *TUTOR* (Colvin, Root, 1987) and *Tutoring Small Groups: Basic Reading,* (Ottoson, et al., 1985) will be helpful. Also, the *Read On! II Instructor's Guide* (Lawson, 1987) which accompanies the series explains these concepts in detail. The texts and workbooks contain step-by-step directions for teaching the lesson material. They also offer suggestions for alternative approaches.

A placement test is included in the *Instructor's Guide* which will help you find an appropriate starting book for learners so that a learner need not repeat material which is already known.

Directions are given in the *Instructor's Guide* for using the *Read On! II* series with conversational English (English Second Language) learners.

General Directions
For Read On! II

Introduction

In this series, you will be using the traditional approach of teaching sight words in the context of the sentences in which they occur. These sight words will be used as the basis for phonics review and pattern instruction. All will be used to involve writing as an integral part of each lesson. Provide as much help as needed for learners as they read the sentences with you. You will be using this reading/assisted-reading approach as you expand into actual learner-generated stories in the other portions of your lessons.

The *Read On! II* series can be used with small groups of three to five learners, with individual learners or in a peer situation. The principles and practices are the same for each. At some point in the assisted reading exercises, you may feel more comfortable reading with individual learners or with two or three, but that is not absolutely necessary. Do whatever is comfortable and satisfying for your learners and for you.

Directions

Specific directions for the instructor appear throughout each textbook opposite the learners' pages. The following are general directions designed to give an overview of the activities which will occur in any given lesson.

Preliminaries:

Give the **Placement Test** which accompanies the series in order to place the learners in the correct book and to learn which if any of the consonant letters will need to be taught using the *Tutor Resource Sheets*. These sheets are intended for use with learners at the beginning levels in the series.

The following materials will be needed for lessons: pen with dark ink, 3 x 5 cards (either cut in half or quarters), notebook for each learner.

Procedure:

(1) Prepare for your lesson by reading the passage aloud prior to meeting with your learners.

(2) Read the whole story to the learners and then return to the first selection to begin the chapter-by-chapter instruction. (The "Poison Puzzle" is an exception to this as you want to read all but the final chapter.)

Be sure to read in phrases and not word-by-word to your learners. This modeling will lead to fluency in your learners' reading. Fluency aids comprehension. Remember, reading is getting meaning from the page—if the sentences haven't been understood, then they haven't been read. Without comprehension, boredom sets in and independent reading will not take place.

(3) In the **Setting The Context** portion of the reading selection, discuss the passage. There will be suggestions given in the Tutor's Directions on each left-hand page. This context setting is important because it allows the reader (you or your learners) to bring to mind the knowledge and expectations about the situation being portrayed and thus will aid in reading. Have the student handle the book, looking through it for illustrations and familiar words. See *Instructor's Guide* for comprehension development ideas.

(4) After discussion, read the chapter to your learners having them follow along silently. Tell your learners that you will read the chapter to them, and that the regular print words (point them out) will be the ones which they will either learn during that lesson or have already learned in previous lessons.

(5) After reading the chapter, teach the lesson's words in a modified language experience approach (modified because the words to be learned directly are set by the design of the series rather than selected by the learner). Many words will be learned indirectly through peripheral learning as the passage and selected sentences are read again and again with the learners.

Sight words from the story will be taught in the context of the sentences in the story.

If the learner knows the target word already, make a word card of the word for use in activities, but do not go through the exercise of teaching the word.

a) You have already read the whole story to the learners. You have also (step 4 above) read them the chapter upon which the next lesson(s) will be based. At this point you will read the unit under study. (Towards the end of the book as the pace quickens, chapters will no longer be broken down into units.) Now, read the first unit again with you and the learners speaking at the same time. Your learners may be one beat behind you on the words of which they are not sure. This is called "echo reading" and this difference in rate is to be expected. Do not slow down. Read at a normal rate, running your finger along under the phrases, being careful not to read word-by-word. It might take a while to get accustomed to echo reading as we are not used to reading or talking in chorus.

b) Tell the learners which words you will be studying. (They are listed in the directions for each unit and on the learner's page.) Point to each target word as you say it. Have the learners repeat and point to each target word after you say it.

c) Read the sentences which contain the target words again. Have the learners read the sentences with you the second time through (echo reading).

[If working with a small group, have the entire group read the sentences. Then have each learner read the target words, beginning with the best reader in these early lessons. If working one-to-one for this portion of the lesson, have the learner read all the words being introduced in the unit. This general group-to-individual direction will hold for all the times the learners are asked to read the target words, a sentence, phrase or unit.]

d) Have each learner write each target word on a word card (one half or one quarter of a 3 x 5 card, cut ahead of time).

[If a learner has not written much, this will almost be a "drawing" exercise. Be patient and allow all the time needed. If the learners' handwriting is too large for the words to fit on each card, have the learners write the words on a full card or in their notebooks as you write the words on the smaller cards for their use. It is important to have each learner writing from the first lesson.]

e) Work with one word at a time. Have learners match each word with the word as it appears in the story. They should say the word as they match it.

f) Once all the sight words for that lesson have been read, written on cards, read again, and matched with the context, shuffle the word cards and have the learners read each one out of context, matching the card with the word in the story if needed. Use the word cards to build phrases. After several lessons, use the accumulated word cards to make more complex sentences and phrases.

g) Use the word cards in writing and game activites.

Word patterns also will be taught in the context of the story. Word cards will be made for each new word pattern learned.

[If you are unfamiliar with the concept of *word pattern* see *Read On! II Instructor's Guide* for a complete discussion and the "Scope and Sequence Chart" which lists those patterns taught in this series.]

a) Select a word containing the pattern you want to teach from among the sight words already taught.

b) Ask the learners to get their word card for the target pattern and read the word card to you.

c) The first few times you use pattern word technique, say "I'm going to show you a way to learn new words by changing just the first letter(s) of a word you already know. If this word is *sat* [Write as you say the word. Make sure that each learner can see what you are writing.] what word is written if I change the *s* to *m*? [Write the second word under the first lining up the pattern as you ask the question.]

Once the idea of supplying the word in pattern or rhyme is established in the first few lessons, you can introduce pattern in the following way: As you write, say "if this word is *get,* what is this word _____? Fill in the second word in the pattern and wait for a response; if none is given, supply it and go on to the third word in the pattern.

Example: "If this word is *make* what is this word? (fake), and this word? (rake). Ask for other words in the pattern. You might say "We're going to make a list of all the words you know and will be able to read because you know now that the -am in "am" has the same sound as -am in Sam, and jam and. . ." Read quickly through the list on the board or your paper to establish the rhythm and make it easier for the next word in the pattern to be thought of and suggested. c) After you have gotten other suggestions and discussed the meaning of any of the obscure ones say "get your notebooks and write -am (or whatever the pattern is you're working with) at the top of the page.

"The - means that letters can be put in front of the *-am* to make a word." Let learners supply rhyming words; have them write them in their notebooks. Treat this learning and suggesting as a game. Ask each learner in turn to name a word in pattern and to put it in a sentence. At the end of the lesson, ask them to write a sentence for each word learned during the lesson.]

d) Have learners make a word card for each pattern word suggested. This can be done at the end of the lesson or for home practice.

Phonics, the knowledge of consonant sound/symbol relationships, is checked during the lesson, but the actual teaching takes place at the end of the reading portion of the lesson and is based on the *Tutor Resource Sheets* which accompany the series.

a) Ask the learner to find a specific word card which they have already made for a sight or patterned word in the lesson which begins with the letter you want to check.

b) Ask the learner to read the word, and then to tell you the name of the letter that begins the word. Then ask for the sound of that letter. If it is known, say "Good" and go on. If it isn't known, tell the learner the name of the letter and its sound in that word, note that you will need to teach that letter at the end of the reading portion of the lesson and go on.

(6) After the direct instruction portion of the lesson **(sight words, pattern, phonics),** you will do **Assisted Reading** exercises which will give learners more practice in reading the words in context:

a) Read the passage to the learners again. This will put the pieces back together for them. Ask the learners to follow along as you read all the words, again reminding them to pay attention to words they will be able to read, that is, the words in regular type.

b) You and your learners (or an individual student) then read the passage aloud at the same time. This is echo reading as described above under "Sight Words."

c) In the next read-through, you read softly, stopping at the words in regular print to allow learners to fill in the word they should know. Read softly enough so that the learners can read any of the other words known to them. With practice, a natural assisted reading pattern will emerge.

(7) You will use writing exercises to give the learners a chance to place the words being learned into new contexts, demonstrating comprehension of the word being learned.

(8) Each learner should keep a notebook of his or her writing activities.

(9) Expansion exercises are suggested at the end of each lesson, and in the workbooks which accompany each text. These are designed to allow each lesson to be tailored to individual learner's goals.

Vital Information for the Instructor

Watch your learners for signs of fatigue or boredom. Adjust to the individual learner's pace. If teaching more than one learner in a small group you might adjust by having the more advanced learner review on his or her own, or give the slower learner extra help while the others in the small group work on other projects together. If there is a great difference in ability among learners in a group, you may want to give extra help to the slower learner prior to introducing that day's work to the group as a whole.

Any time you want to do the exercises as an individual activity rather than a group activity, call on individual learners or, in later lessons, have learners work in pairs while you give assistance as needed or asked. For additional direction in working with small groups see *Tutoring Small Groups: Basic Reading* (LVA, 1985).

Most chapters in the text are broken into two or three lessons. This is done to help you pace the instruction to individual capabilities. Some groups might stop after each lesson, others might do two or even three lessons on any given day. You will become familiar with the learners' capabilities and be able to adjust the instruction accordingly.

If a unit is not completed in one day's lesson, give the word cards just completed to the learners for them to work with in preparation for the next lesson just as if the whole lesson had been completed. Also, assign workbook activities as appropriate either for homework or for class practice. In the next lesson, repeat the unit.

Much valuable home practice can be provided to the learners if you tape record yourself reading the passages. Identify each passage on the tape by title and page number. Give these tapes to the learners to use as review by following along in their books as you read the passages on tape they have been studying.

At the end of each textbook, there are expansion exercises for further activities to be carried out which will allow you to tailor the set vocabulary to the particular interests of the learners as well as giving writing and word identification practice.

Tutor Directions Chapter One

IMPORTANT: Read "General Directions" in front of book before proceeding. For more detailed scripting of possible tutor/Learners interaction, see "Scripting" *Read On! II Instructor's Guide*.

Notes for Chapter One of *Musical Mix-Up*: You will be given extremely detailed instructions for guiding the lessons in this chapter. This first chapter with its words to be learned might cover several lessons. Subsequent chapters might take less time. Use your judgment as to how much your Learners are able to absorb during the direct teaching (Sight words, Pattern, Phonics) of a session and what will have to be reinforced in the activities.

Prompt and reread to the Learners during the lessons. Writing assignments, games using the word cards, language experience activities and the workbooks are additional ways of providing needed repetition and reinforcement. The units can be read again and again during sessions. This modeling is a very effective way of teaching both actual words and the idea of sound/symbol relationship. The units can also be suggested as home reading between lessons.

Recording the whole story (indicating chapter breaks) for the Learners to read along with will provide additional practice. This practice will both speed up learning of the target words and extend the peripheral learning of non-target words.

Recording the lesson unit by unit, listing the sight words to be written and practiced, as well as the pattern to be learned, will provide an opportunity for independent study or peer work in each lesson. This recording could also provide additional, independent study for the more beginning Learners in a small group or classroom situation. If you decide to make this kind of a recording, be sure to include pauses for Learner responses.

Instructions

Setting the Context
Tutor—Look at the title of the story. [Point, read] It says *Musical Mix-Up*. What do you think the story might be about? [Wait for responses.] Now look at the picture. What does it tell you about details in the story. (Discussion) [Give positive response.]

Tutor—Because I've read the story, I can tell you that it is a story about a women named Sassy who's a musician. Do any of you play a musical instrument? What instrument? (Discussion)

Tutor—[Read the entire story (page 40) at this time with Learners following along silently. Then come back to this point and begin the chapter-by-chapter reading and instruction.]

* * *

Tutor—Now, I'll read the first chapter of the story and you read along silently. Notice these words in regular type. These are the ones we will be studying in our next lessons. You might know some of them. [Read by sentences, phrases, finger sliding under words.]

11A Sight Words /Sassy, musician, makes, music, voice, piano, songs/

Tutor—The words we're going to study first are in the first unit of the story. I'll read first. Then you read the unit with me [echo reading].

Tutor/Learners—[Read the unit. Then, Learners repeat it with you, each using his/her finger to follow at speed in their books.]

Tutor—We'll study these words in the first unit. They will be a great help in reading the rest of the story. [Point to each word in regular type and say it as you point.] **Sassy, musician, makes, music, voice, piano, songs**

Tutor—Now, you pick out the words and each of you read one. [If a Learner hesitates a long time, say the word while pointing to it.]

Learners—Sassy, musician, makes, music, voice, piano, songs

Tutor—Yes, **Sassy, musician, makes, music, voice, piano, songs**. [Quickly read the unit again. Put the sentences back together with the right intonation.]

Tutor—Now copy the words we're learning from the story on these separate cards. If you already know how to read the word, copy it anyway so you'll have the word card to use in other activities we'll be doing. (Learners copy the words.)

MUSICAL MIX-UP
by Judy D. Simmons

CHAPTER 1

Unit 11A

Sassy **Sanders** is a musician. She makes music with her **fingers** and with her voice. Sassy **plays** the piano and sings in a **restaurant.** She **knows many** songs but she is **always learning new ones. Making** music is **fun** for her.

/Sassy, musician, makes, music, voice, piano, songs/

Tutor—Look at your word cards and read them to me. [Read any word the Learner hesitates on.]

Learners—Sassy, musician, makes, music, voice, piano, songs

Tutor—O.K. I'm going to mix up the cards, and you read them to me. If you don't know a word, match the word card with the word in the sentence, then read it. We'll go through the card collection three times.

Learners—(Read the words in order given by the tutor.)

Tutor—O.K. Now, I'm going to build a group of words. You read them after me. [Assume vocabulary from previous lessons, use the new cards, writing in the other words, and build word groups such as: **I like the songs on MTV.** Read them, and have the Learners read them after you. Go over it again until it is read as a unit and not word-by-word or syllable-by-syllable. READ IN MEANINGFUL UNITS.]

Learners—(Read)

Pattern 1 /-ong/

Tutor—Get your word card for **song**. [Write **song** on a sheet of paper in a notebook or on a chalkboard that all the Learners can see.] If this word is **song**, what is this word? [Write **long** as you say the word. Write words under each other so that the pattern lines up. Wait for Learner's response.] And this word? (**bong**)

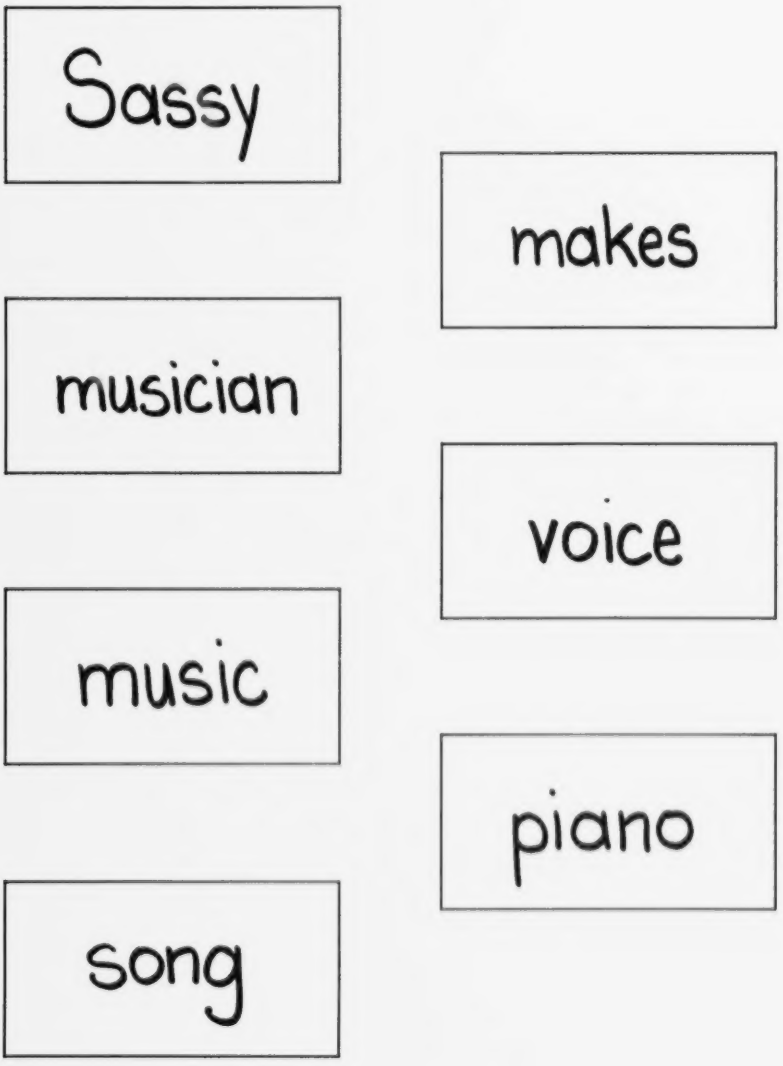
What other words can you make just by replacing the beginning sound of a word? I'll write them down as you tell me, then we'll read them together. [Write, ask for meanings]

Learners—(Try other sounds, some nonsense, some unknown words, some actual words.)

Tutor—Look at the list of words that we've come up with. [Read the list quickly] What is the same in all the words? [Accept either **o-n-g** or **ong**] Right, the **ong** part stays the same. We say these words rhyme because they all have the same ending sound. Listen. [Read the list again quickly.] Read the list with me. Can you think of any other words that are in that rhyming pattern — that sound the same? [Discuss whether or not the words/syllables given are real or nonsense words. Treat it as a game—a learning game.]

Learners—(Read, respond with any new words.)

Your word cards might look like this:



Tutor—Get your notebooks and write **-ong** at the top of the page. The - means that letters can be put in front of the **-ong** to make a word. Make a list of all the words you know in the **-ong** pattern. [Have Learners write the words in their notebooks. Ask them to make a sentence for each word.]

Pattern 2 /-ake/

Tutor—Now we'll learn some words in the **-ake** pattern. If this word is **make**, what is this word? [As you speak, write **take** on a blackboard; on a sheet of paper that the Learners can see; or on an easel pad; etc. Wait for Learners' response.] And what is (**bake? rake?**)

Now, write **-ake** at the top of a page in your notebook. Under it write **make**; under that write **take**, lining up the **-ake** part of the words. [Read words quickly] What other words that rhyme with **make, take,** and **bake** can you add to our list? [Accept any other words in the pattern that they suggest. Discuss meaning.]

Assisted Reading

Tutor—Read the unit silently while I read it aloud. [Read] Now read it with me speaking at the same time [echo reading]. [Read] Now we'll read it together: You read the words you know, and I'll read the others [shared reading]. [Read]

NOTE: If end of the lesson, go to the accompaning workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns. Otherwise go on to Unit 11B.

Your notebook pattern page might look like this:

Plus any other words in the pattern you want.

11B Sight Words /spends, books, hours/

Tutor—Now I'll read the sentences in Unit 11B. Then you and I will read them at the same time [echo reading]. [Read]

Tutor—Here are the new words you're going to learn: **books, hour, spend**. [Point to the word as you say it.] Copy each word on a word card, saying each one as you write it.

Learners—(Write, say)

Tutor—[Teach sight words as shown in Unit 11A or see the *Read On! II Instructor's Guide*—review/mixing the order of the cards/read through the card three or more times/making phrases or sentences with cards and writing sentences with the new words such as: **He reads a book in an hour.**]

Pattern /-ook/

Tutor—[Teach words in the **-ook** pattern as in **book**.] Get your word card for **book** and read it. If this word is **book**, what is this word? (**cook, look**)

[As you speak, write the word on a blackboard, on a sheet of paper that the Learners can see, or on an easel pad, etc., wait for Learners' response after each word.

Have Learners suggest new words. Accept any word, syllable as part of a word, discuss meaning, add to list.

Have Learners write pattern and patterned words in their notebooks.]

Phonics /sp/

Tutor—Sometimes two or more consonants are written together and their sounds blend. The **s** and **p** in the word **spend** do this blending. Get your word card for **spend**. If you cover the **s**, what word do you have? [Write the word **pend** as you speak.] **Pend** is the word. Put **s** in front of **pend** and you have our sight word. (**spend**) Right—what other words begin with the **s-p** blend? (**spot, special, spoil**)

Assisted Reading

Tutor—Read the unit silently while I read it aloud. [Read] Now read it with me speaking at the same time [echo reading]. [Read] Now we'll read it together: You read the words you know, and I'll read the others [shared reading]. [Read]

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Unit 11B

Sassy takes the time to **learn** songs **well. Making** music is **not** all **fun,** but she **says** "I **wouldn't want any other kind** of a **job**." Sassy spends money on music books and she **practices** long hours to get the music just right.

/spends, books, hours/

Unit 12

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] We hear more about Sassy's job now. We'll find out where she works and what she does with the money she earns.] (Discussion) [Give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

12A Sight Words /enough, rent, tip, good, buy/

Tutor/Learners—[Read Unit 12A, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **The rent is good. I make enough tips.**]

Pattern 1 /-ent/
Tutor—[Teach words in the **-ent** pattern as in **rent**.] Get your word card for **rent** and read it. If this word is **rent**, what is this word? (**tent, bent**)

[As you speak, write the word on a blackboard, on a sheet of paper that the Learners can see, or on an easel pad, etc., wait for Learners' response after each word.

Have Learners suggest new words. Accept any word, syllable as part of a word, discuss meanings, add to list.

Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /-ip/
Tutor—[Have Learners find the word card for **tip** and read it aloud. Teach pattern **-ip** as above. (**nip, sip**)]

Assisted Reading
Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

NOTE: If end of the lesson, go to the accompaning workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns.

CHAPTER 2

Unit 12A

Sassy makes her **living** as a musician. She makes enough money to **pay** the rent. **Many** times people listen to Sassy and **leave** a tip for her on the piano. **If** tips are good, she can buy **extras such** as **new clothes** or **new furniture** for her **apartment**.

/enough, rent, tip, good, buy/

12B Sight Words /club, room, restaurant, relax, listen/

Tutor/Learners—[Read Unit 12B, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each sight word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/match to story/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **I relax in the restaurant. My club is 4H.**]

Assisted Reading
Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Unit 12B

She **plays** in the club room of the restaurant. People can relax and listen to Sassy. **Sometimes** they make **requests** for **favorite** songs and she is **happy** to sing them.

/club, room, restaurant, relax, listen/

Unit 13

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] Now we're going to read about two strangers who come to the restaurant, but they didn't come to hear Sassy! What do you think they came for? (Discussion) [Give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

13A Sight Words /two, came, wore, red, business/

Tutor/Learners—[Read Unit 13A, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **He came on business. The two of them wore red.**]

Pattern /-ame/
Tutor—[Teach words in the **-ame** pattern as in **came**.] Get your word card for **came** and read it. If this word is **came**, what is this word? (**tame, lame**)
[As you speak, write the word. Wait for Learners' response after each word. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

Assisted Reading
Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

NOTE: If end of the lesson, go to the accompaning workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns.

CHAPTER 3

Unit 13A

One night, two people came to the restaurant. Sassy had **never seen either** of them before. The man wore a tan **suit.** The woman wore a red **silk suit.** They sat **near** the piano in the club room. They did not relax or listen to the music. They talked **serious** business. Sassy **could** not **help overhearing** them. She listened to them talk.

/two, came, wore, red, business/

13B Sight Words /Fay, you, care, off, don't/

Tutor/Learners — [Read Unit 13B, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/match to story/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **Don't you care? Fay wore red.**]

Pattern/-ay/
Tutor — [Teach words in the **-ay** pattern as in **Fay**.] Get your word card for **Fay**. If this word is **Fay**, what is this word? (**lay, pay**)

[Write the word as you say it. Wait for Learners response. Have Learners suggest new words, discuss meanings, add to list. Have Learners write the pattern and pattern words in their notebooks.]

Assisted Reading
Tutor — [Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Unit 13B

"Fay, did you get rid of **Ladner** and **Gaylord**?" the man **asked.**. "**Tom** Rand took **care** of them," **replied** the woman named Fay. "Good," said the man. "**Now** Rand has got to be **knocked** off. **I've** got **plans** and I don't **want him** in my way."

/Fay, you, care, off, don't/

Unit 14

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] Sassy is really bothered! Why do you think she is? (Discussion) [Give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /some, notes, him, well, danger, tell, ought/

Tutor/Learners—[Read Unit 14, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **Tell me of danger. The notes were from him.**]

Pattern /-ell/
Tutor—[Teach words in the **-ell** pattern as in **well**.] Get your word card for **well** and read it. If this word is **well**, what is this word? (**bell, tell**)
[Write the word as you say it. Wait for Learners' response after each word. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

CHAPTER 4

Unit 14

Sassy was **upset**. The man looked **mean** and his **words frightened** her. She **missed** some notes. **Tom** Rand was a **regular** at the restaurant. Sassy **knew** him well. **Now** she **knew** he was in danger. Sassy ought to tell him what she had **overheard**. She ought to tell him the name of the man but she had no **idea** who he was.

/some, notes, him, well, danger, tell, ought/

Unit 15

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] Sassy really has something to worry about! What should she do? (Discussion) [Give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /couldn't, playing, dollar, bar, answered, telephone, maybe, put/

Tutor/Learners—[Read Unit 15, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **He answered the telephone. Maybe she could get a dollar at the bar.**]

Pattern /-ould/
Tutor—[Teach words in the **-ould** pattern as in **could**.] Get your word card for **could** and read it. If this word is **could**, what is this word? **(would)**
[Write the word as you say it. Wait for Learners' response after each word. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

Phonics /pl/
Tutor—Get your word card for **playing**. The sounds of **p** and **l** in the word **playing** blend. If you cover the **p**, what word do you have? [Write the word **laying** as you speak.] **Laying** is the word. Now put the **p** in front of **laying** and you have our sight word. (**playing**) What other words begin with the **p-l** blend? (**please, plan**)

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

CHAPTER 5

Unit 15

Sassy couldn't relax or keep her **mind** on the music. She **decided** to stop playing. She **changed** a dollar at the bar and called **Tom**. No one answered the telephone. Maybe **Tom knew** he was in danger. Maybe **talking** to him would put her in danger. What was she **going to do**?

/couldn't, playing, dollar, bar, answered, telephone, maybe, put/

Unit 16

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] Sassy meets the strange woman, and now she's with Tom Rand. (Discussion) [Give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /back, gone, over, table, here, meet, boss, this/

Tutor/Learners—[Read Unit 16, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **My boss is here. Go over to this table.**]

Pattern /-ack/
Tutor—[Teach words in the **-ack** pattern as in **back**.] Get your word card for **back** and read it. If this word is **back**, what is this word? (**tack, sack**)
[As you speak, write the word. Wait for Learners' response after each word. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

CHAPTER 6

Unit 16

Sassy went back to the piano. The man was gone. **Tom** Rand was **sitting** with the woman! Sassy couldn't **believe** her **eyes**! She went over to the table.

"**Tom**, I just called you," Sassy said.

"Well, here I am, Sassy," **Tom** said. "Meet my boss, well former-boss, Fay **Sills**. Fay, this is Sassy. Sassy, this is Fay."

/back, gone, over, table, here, meet, boss, this/

Unit 17

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] Now we'll learn what happened to Tom's business. (Discussion) [Give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /do, since, asked, own, company, now, video, best, didn't, made, go/

Tutor/Learners—[Read Unit 17, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **I own a video company. It is best to go now.**]

Pattern 1 /-est/
Tutor—[Teach words in the **-est** pattern as in **best**.] Get your word card for **best** and read it. If this word is **best**, what is this word? (**test, rest**)

[As you speak, write the word. Wait for Learners' response after each word. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /-ade/
Tutor—[Have Learners find the word card for **made** and read it aloud. Teach pattern **-ade** as above. (**fade, wade**)]

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

CHAPTER 7

Unit 17

"What do you **mean**, boss, since when?" asked Sassy. "You own your company."

"Not now," **Tom** said. "**Kindly** Video Company **bought** me out. I took their best **offer**. I **expected** things to stay as they **were**, but **Kindly** Video Company didn't keep my top people. Fay **works** for **Kindly** Video and she made me let them go. In **fact**, she just **fired** me."

/do, since, asked, own, company, now, video, best, didn't, made, go/

Unit 18

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] Fay tells us about the way Kindly Video runs its company. What do you think about their methods? (Discussion) [Give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /help, like, football, talks, movies, tonight, killed, too/

Tutor/Learners—[Read Unit 18, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **Don't talk at the movies. He played football, too.**]

Pattern /-ill/
Tutor—[Teach words in the **-ill** pattern as in **killed**.] Get your word card for **killed** and read it. If this word is **killed**, what is this word? (**billed, filled**)
[As you speak, write the word. Wait for Learners' response after each word. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /-ike/
Tutor—[Have Learners find the word card for **like** and read it aloud. Teach pattern **-ike** as above. [**bike, Mike**]

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

CHAPTER 8

Unit 18

"I couldn't help that, **Tom**," Fay said. "You **know** how some companies are. They don't have people **working** for them. They have '**personnel**'. My boss **thinks** like a football **coach**. He just has to win. He talks like a **gangster**—like **Al Capone**, in the movies."

"He was here tonight, right?" asked Sassy.

"**Yes**, he was," said Fay.

Sassy said, "I **heard** your **conversation**. I **thought** that **Tom** might be killed and I was **really scared. That's** why I telephoned **Tom**." Sassy **laughed**. "I **guess** I look at too **much TV**," she said.

/help, like, football, talks, movies, tonight, killed, too/

Unit 19

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] Now we'll read the end of Sassy's story. How do you think it will end? (Discussion) [Give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /knocked, that's, work, need, want, hear/

Tutor/Learners—[Read Unit 19, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **I need to hear it again. I want to do good work.**]

Pattern /-ear/
Tutor—[Teach words in the **-ear** pattern as in **hear**.] Get your word card for **hear** and read it. If this word is **hear**, what is this word? (**near, fear**)
[As you speak, write the word. Wait for Learners' response after each word. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /'s = is/
Tutor/Learners—Find the word card for **that's** and read it aloud.

Tutor—**That's** is a word that is a shortcut for two words. Tell me what the two words are? (**that is**) [If no response, supply the answer.]

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

CHAPTER 9

Unit 19

Fay and **Tom laughed**. **Then** Fay said, "**Roaches** and people are the same to my boss. He says they ought to be **stepped** on, knocked off or **gotten** rid of and **Kindly** Video Company lets him get **away** with it. That's why I am **leaving** them. Not all **companies** are like that. I can find good people that **I'd** be **proud** to work with."

"Fay, I like your **style**," **Tom** said. "We **both** need a **new start**. Can we talk **about** that?"

"Well, that's my **cue**," said Sassy. She went to the piano, sat down and **sang** "**Tomorrow**". She didn't want to hear any **more conversations**.

/knocked, that's, work, need, want, hear/

Contractions /'s for is/
Tutor—Read each set of sentences after me. [Read]

Tutor—What is the difference between the first two sentences?

Learners—There is no **is**; **is** joins the word **that**.

Tutor—Right, the second sentence has a contraction **that's** for the words **that** and **is**. What are the changes in the other sentences?

Learners—**he is** changes to **he's**, **she is** changes to **she's**

Tutor—Yes, the **i** in **is** is replaced with an apostrophe, [point it out] and the **is** joined to the word before it. Does the meaning change?

Learner—Yes, "that is" is more formal, "that's" is more informal (slang); or No, they both mean the same.

Tutor—[Accept both answers, perhaps discuss when formal/informal language is used—both the spoken and written word, i.e., letters to a business vs. letters to a friend. Ask for examples of other **'s** contractions. Have Learners write them in their notebooks.]

Contractions /n't for not/
Tutor—[Teach **n't** contraction as above.]

Unit 20

Contractions /'s for is/

1. That is right.
   That's right

2. He is right.
   He's right.

3. She is right.
   She's right.

4. Karl is right.
   Karl's right.

Contractions /n't for not/

1. They could not play.
   They couldn't play.

2. He could not play.
   He couldn't play.

3. He did not go.
   He didn't go.

4. They do not talk.
   They don't talk.

MUSICAL MIX-UP
by Judy D. Simmons

CHAPTER 1

Sassy **Sanders** is a musician. She makes music with her **fingers** and with her voice. Sassy **plays** the piano and sings in a **restaurant.** She **knows many** songs but she is **always learning new ones. Making** music is **fun** for her.

Sassy takes the time to **learn** songs **well. Making** music is **not** all **fun,** but she **says** "I **wouldn't want any other kind** of a **job**." Sassy spends money on music books and she **practices** long hours to get the music just right.

CHAPTER 2

Sassy makes her **living** as a musician. She makes enough money to **pay** the rent. **Many** times people listen to Sassy and **leave** a tip for her on the piano. **If** tips are good, she can buy **extras such** as **new clothes** or **new furniture** for her **apartment.**

She **plays** in the club room of the restaurant. People can relax and listen to Sassy. **Sometimes** they make **requests** for **favorite** songs and she is **happy** to sing them.

CHAPTER 3

One night, two people came to the restaurant. Sassy had **never seen either** of them before. The man wore a tan **suit.** The woman wore a red **silk suit.** They sat **near** the piano in the club room. They did not relax or listen to the music. They talked **serious** business. Sassy **could** not **help overhearing** them. She listened to them talk.

"Fay, did you get rid of **Ladner** and **Gaylord**?" the man **asked.**. "**Tom** Rand took **care** of them," **replied** the woman named Fay. "Good," said the man. "**Now** Rand has got to be **knocked** off. **I've** got **plans** and I don't **want him** in my way."

CHAPTER 4

Sassy was **upset**. The man looked **mean** and his **words frightened** her. She **missed** some notes. **Tom** Rand was a **regular** at the restaurant. Sassy **knew** him well. **Now** she **knew** he was in danger. Sassy ought to tell him what she had **overheard**. She ought to tell him the name of the man but she had no **idea** who he was.

CHAPTER 5

Sassy couldn't relax or keep her **mind** on the music. She **decided** to stop playing. She **changed** a dollar at the bar and called **Tom**. No one answered the telephone. Maybe **Tom knew** he was in danger. Maybe **talking** to him would put her in danger. What was she **going to do**?

CHAPTER 6

Sassy went back to the piano. The man was gone. **Tom** Rand was **sitting** with the woman! Sassy couldn't **believe** her **eyes**! She went over to the table.

"**Tom**, I just called you," Sassy said.

"Well, here I am, Sassy," **Tom** said. "Meet my boss, well former-boss, Fay **Sills**. Fay, this is Sassy. Sassy, this is Fay."

CHAPTER 7

"What do you **mean**, boss, since when?" asked Sassy. "You own your company."

"Not now," **Tom** said. "**Kindly** Video Company **bought** me out. I took their best **offer**. I **expected** things to stay as they **were**, but **Kindly** Video Company didn't keep my top people. Fay **works** for **Kindly** Video and she made me let them go. In **fact**, she just **fired** me."

CHAPTER 8

"I couldn't help that, **Tom**," Fay said. "You **know** how some companies are. They don't have people **working** for them. They have '**personnel**'. My boss **thinks** like a football **coach**. He just has to win. He talks like a **gangster**—like **Al Capone**, in the movies."

"He was here tonight, right?" asked Sassy.

"**Yes**, he was," said Fay.

Sassy said, "I **heard** your **conversation**. I **thought** that **Tom** might be killed and I was **really scared. That's** why I telephoned **Tom**." Sassy **laughed**. "I **guess** I look at too **much TV**," she said.

CHAPTER 9

Fay and **Tom laughed**. **Then** Fay said, "**Roaches** and people are the same to my boss. He says they ought to be **stepped** on, knocked off or **gotten** rid of and **Kindly** Video Company lets him get **away** with it. That's why I am **leaving** them. Not all **companies** are like that. I can find good people that **I'd** be **proud** to work with."

"Fay, I like your **style**," **Tom** said. "We **both** need a **new start**. Can we talk **about** that?"

"Well, that's my **cue**," said Sassy. She went to the piano, sat down and **sang "Tomorrow"**. She didn't want to hear any **more conversations**.

Suggested Activities

1. Reread earlier chapters (units) of the current story.

2. Have Learner(s) circle all instances of a given letter or word in a newspaper article.

3. Make *Bingo* boards with word squares to match the word cards. Scatter word cards on the table face down. Turn up a card. If it matches a word square on a player's board, the player pronounces the words and puts the card over the word square on the board. A full row vertically, horizontally or diagonally wins.

4. Have Learner(s) make new sentences or phrases with the word cards they have accumulated. Use blank cards for the words they need to make a complete sentence or phrase but have not studied yet. This practice points up the need for the function words such as: *and, but, the, while, after, before*. This will also expand their learning into less structured, yet needed areas of interest (job terms, family names, current interests).

5. Ask your Learner(s) to supply a *synonym* (a word the same as) or an *antonym* (a word the opposite of) for each of the words on the list or have your Learner(s) use the words in sentences.

6. Cut apart a comic strip. Have your Learner(s) reassemble the sections correctly or suggest what might be in the speech balloons. Go on a field trip with your Learner(s) related to *Read On! II* stories.

7. Read a news story. Answer the questions: Who, What, When, Where, Why and How.

8. Have Learner(s) do investigative work at the local library. Relate to *Read On! II* stories, e.g.,

   a. Learner(s) could search for other mystery stories, outer space stories.

   b. Find other books about music or musicians. Look for song books, or record albums with lyrics printed on back cover. (William Graves, *How to Teach Adults*, 1984)

9. *Writing Activities.* Encourage learners to write from the first lessons:
   a. Write a Language Experience Story based on the discussion questions at the beginning of each chapter in *Read On! II*. Have learners write the letters they can in a word, using a dash for the letters they do not know. Write final version on charts. Hang charts on wall for free reading.
   b. Make lists of words relative to the same topic: medicine—doctor, pill, hospital, operation, insurance; kitchen—cook, pots, pans, stove. Draw charts of the words with the topic in a center circle and the words on lines reaching out from the circle's boundries. Group branching lines according to learners' judgments as to "most alike" vs "not quite alike."

Scope and Sequence Book 2

	Sight Word	Patterns		Phonics
Unit 11A	Sassy music songs musician voice piano makes	bake cake fake lake make rake	gong long song wrong	sp-
Unit 11B	books hours spend	book cook hook look took		
Unit 12A	enough rent tips buy good	dip hip lip nip sip tip	bent cent dent lent rent sent spent tent went	
Unit 12B	club room restaurant relax listen			
Unit 13A	came business two red wore	came fame game lame name same tame		

	Sight Word	Patterns	Phonics
Unit 13B	Fay	day	
	care	hay	
	you	lay	
	off	may	
	don't	play	
		say	
		stay	
		way	
Unit 14	danger	bell	
	some	cell	
	tell	fell	
	well	sell	
	notes	spell	
	ought	tell	
	him	well	
		yell	
Unit 15	couldn't	could	pl-
	playing	should	
	dollar	would	
	bar		
	answered		
	telephone		
	maybe		
	put		
Unit 16	back	back	
	gone	Jack	
	over	lack	
	table	pack	
	here	rack	
	meet	sack	
	boss	stack	
	this		

	Sight Word	Patterns		Phonics
Unit 17	do	best	fade	
	since	nest	jade	
	asked	pest	made	
	own	rest	wade	
	company	test		
	video			
	now			
	best			
	didn't			
	made			
	go			
Unit 18	help	bike	bill	
	football	dike	fill	
	talks	hike	hill	
	movies	like	kill	
	tonight	mike	mill	
	killed	pike	spill	
	too	spike	still	
	like			
Unit 19	knocked	ear		
	that's	dear		
	work	fear		
	need	gear		
	want	hear		
	hear	near		
		rear		
		year		
		Sears		

Cut out word cards along dotted lines.

Unit 11A

Sassy
music
songs
musician
voice
piano
makes

bake
cake
fake
lake
make
rake

gong
long
song
wrong

Unit 11B

books
hours
spend

book
cook
hook
look
took

Unit 12A

enough
rent
tips
buy
good

dip
hip
lip
nip
sip
tip

bent
cent
dent
lent
rent
sent
spent
tent
went

Unit 12B

club
room
restaurant
relax
listen

Cut out word cards along dotted lines.

Unit 13A

came
business
two
red
wore

came
fame
game
lame
name
same
tame

Unit 13B

Fay
care
you
off
don't

day
hay
lay
may
play
say
stay
way

Unit 14

danger
some
tell
well
notes
ought
him

bell
cell
fell
sell
spell
tell
well
yell

Unit 15

couldn't
playing
dollar
bar
answered
telephone
maybe
put

could
should
would

Cut out word cards along dotted lines.

Unit 16

back
gone
over
table
here
meet
boss
this

back
Jack
lack
pack
rack
sack
stack

Unit 17

do
since
asked
own
company
video

now
best
didn't
made
go

best
nest
pest
rest
test

fade
jade
made
wade

Unit 18

help
football
talks
movies
tonight
killed
too
like

bike
dike
hike
like
mike
pike
spike

bill
fill
hill
kill
mill
spill
still

Unit 19

knocked
that's
work
need
want
hear

ear
dear
fear
gear
hear
near
rear
year
Sears

Workbook 2

Read On! II

Read On! II
A Sequential Reading Series
Workbook Two
Musical Mix-up

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Since the original publication of *Read On!* in 1978, thousands of literacy students, tutors and trainers, as well as remedial reading teachers and learners, have used the series. Many of them have shared their thoughts and comments with us. For those comments, we are very grateful.

The *Read On! II* series is based on the advances made in the fields of reading and adult learning theory which have taken place in the nine years since the first *Read On!* was produced and on the comments of those who have used it over the years.

Much editorial and production detail work goes into developing a series of six textbooks, six workbooks, an *Instructor's Guide*, placement test and a set of *Tutor Resource Sheets.* I would like to thank not only the advisors and consultants listed on the title page of this series but also LVA national staff: Chip Carlin, Jinx Crouch, Jonathan McKallip, Margaret Price, Karen Alexander, Michelle Peterson, Jackie Iannotti, with special thanks to Barbara Jean MacDonald.

V.K. Lawson, Ph.D.

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Directions for Use of Workbooks

These workbooks contain exercises which are integrated with the respective *Read On! II* textbook. Before asking learner(s) to work on their own in the workbook, review the directions for each activity or set of activities that you want them to do. Ask that the directions be given back to you in the learner's own words. You might work with the learner(s) on this at the beginning of each activity to be sure that the directions are understood.

If the workbook activities are given for independent work or home practice, be sure to review the work at the beginning the next lesson. Do not assign the work if it is too easy for the learner and thus would constitute "busy" work. The learner's time would be better spent in rereading the story or writing new material rather than in working on activities which do not give any real practice.

Teaching How To Alphabetize

In this workbook, learners will be given practice in alphabetizing. Using the **Alphabet Sheets** at the end of this workbook and any "A-B-C" song that you know, teach the order of the alphabet. Once the alphabet can be recited and the individual letters recognized, teach the learner how to order words according to the order of the letters in the alphabet. You might use the guide words in the telephone book or a dictionary to illustrate your point. Have the learners use the **Alphabet Sheets** as a guide if they want to as they practice. Teach how to alphabetize on the first letter, then on the first two letters, etc.

CHAPTER 1

Reread unit 11 in your text book.
Use these words to finish the sentences.

Sassy, music, songs, musician, voice, piano, makes,
books, hours, spends

MUSICAL MIX-UP

by Judy D. Simmons

Sassy Sanders is a _____. She _____ music with her fingers and with her _____. Sassy plays the _____ and sings in a restaurant. She knows many _____ but she is always learning new ones. Making music is fun for her.

Sassy takes the time to learn _____ well. Making _____ is not all fun, but she says "I wouldn't want any other kind of a job." Sassy _____ money on music _____ and she practices long _____ to get the music just right.

Unscramble these sentences.

1. a musician. Sassy Sanders is

Sassy

2. plays the piano Sassy in a restaurant. and sings

3. for her. fun is Making music

Put the words in alphabetical (ABC) order.

voice

music

books

piano

hours

songs

1.

2.

3.

4.

5.

6.

Put these letters in front of **ong** to make words. Write the whole word. Say the word.

g , l, s, p, wr

__ ong _____

__ ong _____

__ ong _____

__ ong _____

__ ong _____

__ ong _____

__ ong _____

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Put these letters in front of **ake** to make words. Write the whole word. Say the word.

b, c, f, l, m, r, s, t, w,

_____	_____
__ ake _____	__ ake _____
__ ake _____	__ ake _____
__ ake _____	__ ake _____
__ ake _____	__ ake _____
__ ake _____	

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Put these letters in front of **ook** to make words. Write the whole word. Say the word.

b, c, h, l, t, sh, br

__ ook _____

__ ook _____

__ ook _____

__ ook _____

__ ook _____

__ ook _____

__ ook _____

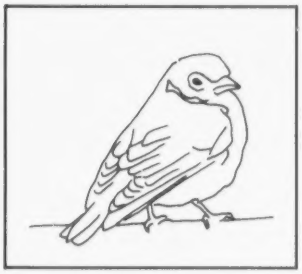
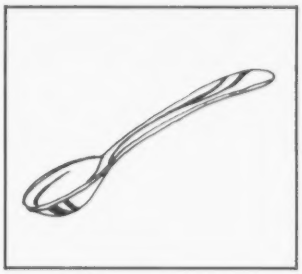
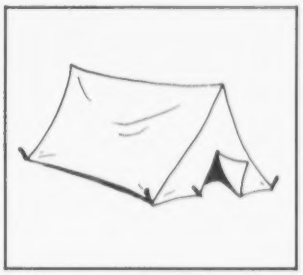
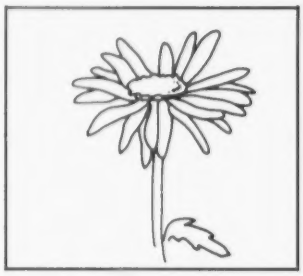
Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

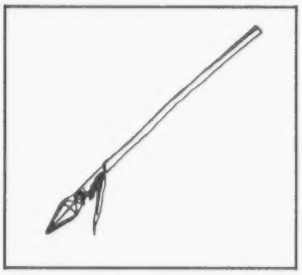
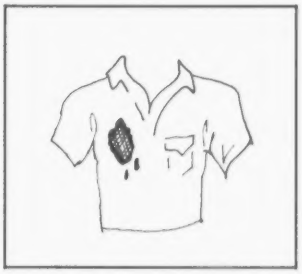
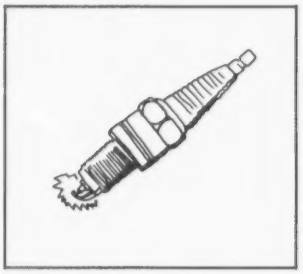
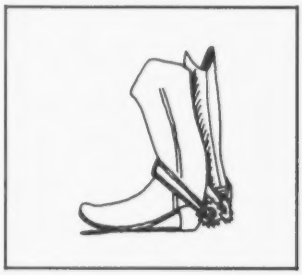
Write a few sentences about a job you would like to have. If you don't know how to spell a word you want to use, just write the letters you know and use dashes for the other letters.

Write sp.

sp _____ Sp _____

Write **sp** under the pictures that begin like **spot.**

Write the sight word from the story that begins with **sp.**

Write a sentence using the sight word. If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

CHAPTER 2

Reread unit 12 in your text book.
Use these words to finish the sentences.

room, restaurant, relax, listen
club, enough, rent, tip, buy

Sassy makes her living as a musician. She makes _____ money to pay the _____. Many times people listen to Sassy and leave a _____ for her on the piano. If tips are good, she can _____ extras such as new clothes or new furniture for her apartment.

She plays in the _____ _____ of the _____. People can _____ and _____ to Sassy. Sometimes they make requests for favorite songs and she is happy to sing them.

Put the words in alphabetical (ABC) order.

restaurant 1. _____

listen 2. _____

enough 3. _____

club 4. _____

good 5. _____

buy 6. _____

tips 7. _____

Unscramble these sentences.

1. to pay She makes the rent. enough money

_____

2. to Sassy. relax and listen People can

_____

3. of She plays the restaurant. in the club room

Put these letters in front of **ent** to make words. Write the whole word. Say the word.

b, c, d, l, r, s, sp, t, w

__ ent

__ ent

__ ent

__ ent

__ ent

__ ent

__ ent

__ ent

__ ent

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Put these letters in front of **ip** to make words. Write the whole word. Say the word.

t, d, h, l n, s

__ ip _____ __ ip _____

__ ip _____ __ ip _____

__ ip _____ __ ip _____

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

CHAPTER 3

Reread unit 13 in your text book.
Use these words to finish the sentences.

care, you, don't, off
came, business, two, Fay, red, wore

One night, _____ people _____ to the restaurant. Sassy had never seen either of them before. The man _____ a tan suit. The woman wore a _____ silk suit. They sat near the piano in the club room. They did not relax or listen to the music. They talked serious _____. Sassy could not help overhearing them. She listened to them talk.

"Fay, did _____ get rid of Ladner and Gaylord?," the man asked.

"Tom Rand took _____ of them," replied the woman named _____.

"Good," said the man. "Now Rand has got to be knocked _____. I've got plans and I _____ want him in my way."

Unscramble these sentences.

1. near the piano They sat in the club room.

2. They to the music. did not listen

3. to be has got knocked off. Rand

Put the words in alphabetical (ABC) order.

wore

business

red

you

1.

2.

3.

4.

care 5. _____

off 6. _____

don't 7. _____

Fay 8. _____

Use the words from the alphabetized list to make new sentences. You may put more than one of the words in each sentence. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Which happened first? Number the sentences in the order they happened in the story.

____ The two people sat near the piano in the club room.

____ "Good," said the man. "Now Rand has got to be knocked off."

____ One night, two people came to the restaurant.

____ Sassy listened to them talk.

Put these letters in front of **ame** to make words. Write the whole word. Say the word.

c, f, g, l, n, s, t

_____	_____
__ ame _____	__ ame _____
_____	_____
__ ame _____	__ ame _____
_____	_____
__ ame _____	__ ame _____
_____	
__ ame _____	

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Put these letters in front of **ay** to make words. Write the whole word. Say the word.

d, h, l, m, pl, s, st, w

__ ay		__ ay	
__ ay		__ ay	
__ ay		__ ay	
__ ay		__ ay	

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

CHAPTER 4

Reread unit 14 in your text book.
Use these words to finish the sentences.

danger, notes, tell, some, well, ought, him

Sassy was upset. The man looked mean and his words frightened her. She missed _____ _____. Tom Rand was a regular at the restaurant. Sassy knew him _____. Now she knew he was in _____. Sassy ought to _____ him what she had overheard. She _____ to tell _____ the name of the man but she had no idea who he was.

Unscramble these sentences.

1. at the restaurant. a regular Tom Rand was

_____

_____

_____

_____

2. the name of She ought to the man. tell him.

_____

_____

_____

_____

_____

_____

NOTES

Notes is a word that has different meanings. One meaning has to do with music. Music is made up of a lot of different notes. Another meaning of notes is short letters. People write notes to each other to keep in touch.

Use **note** to finish the sentences below. Read the sentences.

1. Sassy can't sing that _____.

2. I will write a _____ to my dad.

Write a new sentence using the word **note.**

_____

_____

_____

_____

Put the words in alphabetical (ABC) order.

_____

ought 1. _____

_____

danger 2. _____

_____

notes 3. _____

_____

him 4. _____

_____

well 5. _____

_____

tell 6. _____

_____

some 7. _____

Use the words from this list to make new sentences. You may put more than one of the words in each sentence. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Put these letters in front of **ell** to make words. Write the whole word. Say the word.

b, c, f, s, sp, t, w, y

__ ell	_____	__ ell	_____
__ ell	_____	__ ell	_____
__ ell	_____	__ ell	_____
__ ell	_____	__ ell	_____

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

CHAPTER 5

Reread unit 15 in your text book.
Use these words to finish the sentences.

telephone, playing, dollar, bar, answered,
Maybe, put, couldn't

Sassy _____ relax or keep her mind on the music. She decided to stop _____. She changed a _____ at the _____ and called Tom. No one _____ the _____. Maybe Tom knew he was in danger. _____ talking to him would _____ her in danger. What was she going to do?

Unscramble these sentences.

1. at the bar and called Tom. a dollar She changed

_____

_____

_____

_____

2. talking to him in danger. Maybe would put her

3. to do? she going What was

Put the words in alphabetical (ABC) order.

playing	1.
dollar	2.
maybe	3.
couldn't	4.
answered	5.
telephone	6.
put	7.
bar	8.

Use the words from this list to make new sentences. You may put more than one of the words in each sentence. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Put these letters in front of **ould** to make words. Write the whole word. Say the word.

c, sh, w

__ ould

__ ould

__ ould

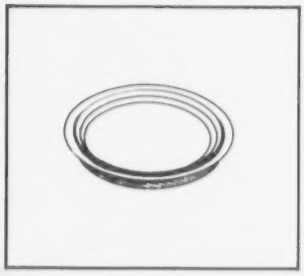
__ ould

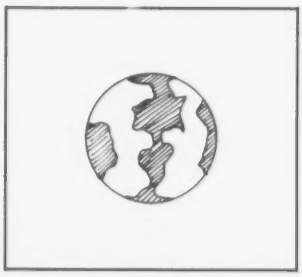
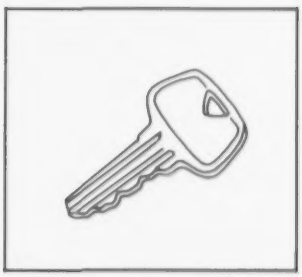
Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Write pl.

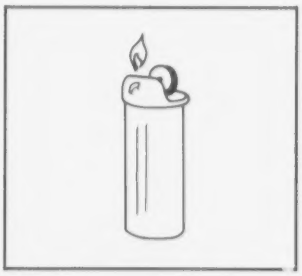
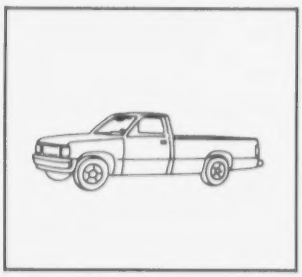
pl _____ Pl _____

Write **pl** under the pictures that begin like **play.**



_____ _____ _____ _____

_____ _____ _____ _____

Write the sight word from the story that begins with **pl.**

_____

_____

Write a sentence using the sight word. If you don't know how to spell a word that you want to use, just write down the letters you know and use dashes for the other letters.

_____

_____

_____

_____

WORD PUZZLE

Look carefully at the words on this list. Choose a word from the list. Find the letter in the puzzle that the word begins with. Look at the surrounding letters to see if that is where the word is hidden. Once you have found a word, circle the word in the puzzle and check it off the list. Words may be found going across or down. The first two are done for you.

sing	musician	back
danger	make	tell
good	pay	name
business	stop	get
talk	dollar	woman

s	i	n	g	b	m	c	b	a	c	k	q	i	l
m	l	t	e	j	k	b	g	e	t	l	n	y	p
h	n	k	i	d	f	g	i	u	d	d	s	k	t
w	t	t	s	a	z	e	g	o	o	d	v	r	e
o	e	e	p	n	i	l	o	d	d	e	f	s	l
m	k	m	l	g	i	m	a	k	e	b	u	c	l
a	y	c	u	e	h	q	u	i	y	o	t	v	e
n	e	e	w	r	a	e	t	h	i	l	a	i	v
d	o	p	g	r	i	x	b	a	m	u	l	k	e
e	m	u	s	i	c	i	a	n	a	s	k	i	f
s	h	i	h	a	v	p	a	y	b	l	o	o	n
t	i	g	n	b	u	s	i	n	e	s	s	b	a
o	r	f	i	h	j	e	e	l	u	a	p	e	m
p	o	o	d	o	l	l	a	r	e	r	s	x	e

CHAPTER 6

Reread unit 16 in your text book.
Use these words to finish the sentences.

table, boss, this, back, here, meet, gone, over

Sassy went _____ to the piano. The man was _____. Tom Rand was sitting with the woman! Sassy couldn't believe her eyes! She went _____ to the _____.

"Tom, I just called you," Sassy said.

"Well _____ I am, Sassy," Tom said. _____ my boss, well, former _____, Fay Sills. Fay, _____ is Sassy. Sassy, this is Fay."

Unscramble these sentences.

1. back to Sassy went the piano.

_____

_____

2. with the woman. Tom Rand was sitting

_____

_____

_____

_____

Put the words in alphabetical (ABC) order.

gone

meet

table

back

over

here

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Use the words from this list to make new sentences. You may put more than one of the words in each sentence. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

_____

_____

_____

_____

_____

_____

_____

_____

Which happened first? Number the sentences in the order they happened in the story.

____ Sassy changed a dollar at the bar and called Tom.
____ Sassy was upset.
____ Tom Rand was sitting with the woman.
____ Sassy went back to the piano.

Put these letters in front of **ack** to make words. Write the whole word. Say the word.

b, j, l, p, r, s, st, t

_____	_____
__ ack _____	__ ack _____
_____	_____
__ ack _____	__ ack _____
_____	_____
__ ack _____	__ ack _____
_____	_____
__ ack _____	__ ack _____

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

_____

_____

_____

_____

_____

_____

_____

_____

People often change jobs. Write a few sentences about the best job you ever had.

CHAPTER 7

Reread unit 17 in your text book.
Use these words to finish the sentences.

do, since, asked, own, company, now, Video
didn't, best, go, made

"What_____ you mean boss,_____ when?"_____ Sassy. "You_____ your company."

"Not_____ ," Tom said. "Kindly_____ _____ bought me out. I took their_____ offer. I expected things to stay as they were, but, Kindly Video_____ _____ keep my top people. Fay works for Kindly_____ and she_____ me let them_____. In fact, she just fired me."

Unscramble these sentences.

1. my top people. didn't keep Kindly Video Company

_____

_____

_____

_____

2. made me go. Fay let them

_____

_____

_____

Put these letters in front of **est** to make words. Write the whole word. Say the word.

b, n, p, r, t, v, w

	_____		_____
__ est	_____	__ est	_____
	_____		_____
__ est	_____	__ est	_____
	_____		_____
__ est	_____	__ est	_____
	_____		
__ est	_____		

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Put the words in alphabetical (ABC) order.

since

asked

own

video

go

didn't

now

made

best

company

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Use the words from this list to make new sentences. You may put more than one of the words in each sentence. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

_____

_____

_____

Circle the words in these sentences that should begin with a capital letter. Write the sentences.

1. not now tom said.

2. kindly video company bought me out.

3. i got money and a fancy office.

4. but, kindly video company did not keep my top people.

Write sentences using these words.

best

company

not

video

keep

go

you

didn't

CHAPTER 8

Reread unit 18 in your text book.
Use these words to finish the sentences.

like, football, talks, movies, tonight,
help, killed, too

"I couldn't _____ that, Tom, "Fay said. "You know how some companies are. They don't have people working for them. They have 'personnel'. My boss thinks _____ a _____ coach. He just has to win. He _____ _____ a gangster—like Al Capone in the _____."

"He was here _____, right?" asked Sassy.

"Yes, he was ," said Fay.

Sassy said, "I heard your conversation. I thought that Tom might be _____ and I was really scared. That's why I telephoned Tom." Sassy laughed. "I guess I look at _____ much TV," she said.

Put these letters in front of **ade** to make words. Write the whole word. Say the word.

f, j, m, w, sp

__ ade _____

__ ade _____

__ ade _____

__ ade. _____

__ ade _____

__ ade _____

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Put these letters in front of **ike** to make words. Write the whole word. Say the word.

b, d, h, l, m, p, sp

__ ike _____

__ ike _____

__ ike _____

__ ike _____

__ ike _____

__ ike _____

__ ike _____

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Unscramble these sentences.

1. are. how You know some companies

_____

_____

2. thinks like My boss a football coach.

_____

_____

3. in the movies. like a He talks gangster

_____

_____

4. that I thought might be killed. Tom

_____

_____

Put the words in alphabetical (ABC) order.

_____

help 1. _____

_____

tonight 2. _____

_____

football 3. _____

_____

movies 4. _____

_____

killed 5. _____

Use the words from this list to make new sentences. You may put more than one of the words in each sentence. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Write sentences using these words. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

help

football

movies

have

don't

Add **ed** to the end of each word. Draw a line from each word to the new word made by adding **ed**. Write a sentence using each word.

look____	listened
listen ____	relaxed
jump ____	looked
fill ____	worked
work ____	jumped
relax ____	filled

Put these letters in front of **ill** to make words. Write the whole word. Say the word.

b, f, h, k, m, p, sp, st, w

	_____		_____
__ ill	_____	__ ill	_____
	_____		_____
__ ill	_____	__ ill	_____
	_____		_____
__ ill	_____	__ ill	_____
	_____		_____
__ ill	_____	__ ill	_____
	_____		
__ ill	_____		

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

CHAPTER 9

Reread unit 19 in your text book.
Use these words to finish the sentences.

want, knocked off, that's, work, need, hear

Fay and Tom laughed. Then Fay said, "Roaches and people are the same to my boss. He says they ought to be stepped on, _____ _____, or gotten rid of and Kindly Video Company lets him get away with it. That's why I am leaving them. Not all companies are like that. I can find good people that I'd be proud to _____ with."

"Fay, I like your style," Tom said. "We both _____ a new start. Can we talk about that?"

"Well, _____ my cue," said Sassy. She went to the piano and sat down and sang "Tomorrow." She didn't _____ to _____ any more conversations.

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Put the words in alphabetical (ABC) order.

down

want

knocked

need

hear

played

work

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Unscramble these sentences.

1. lets him with it. Kindly Video Company get away

_____

_____

_____

2. good people I can find to work with. that I'd be proud

_____

_____

_____

3. "Roaches and people to my boss." are the same

_____

_____

_____

Put these letters in front of **ear** to make words. Write the whole word. Say the word.

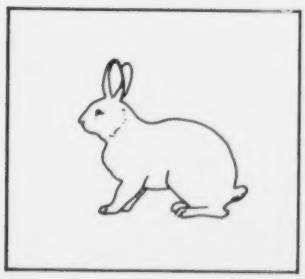
d, f, g, h, n, r, t, y

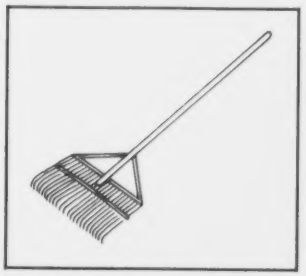
__ ear	_____	__ ear	_____
__ ear	_____	__ ear	_____
__ ear	_____	__ ear	_____
__ ear	_____	__ ear	_____

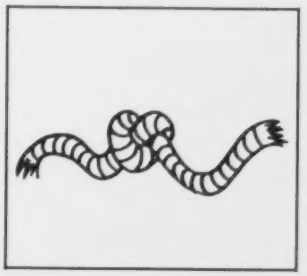
Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

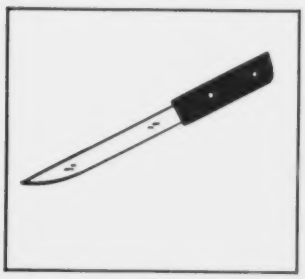
Write kn.

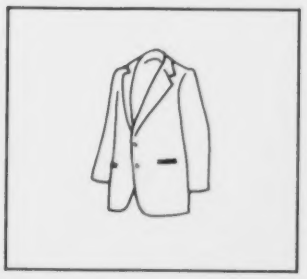
kn _____ Kn _____

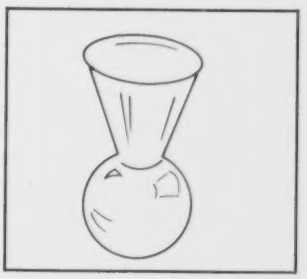


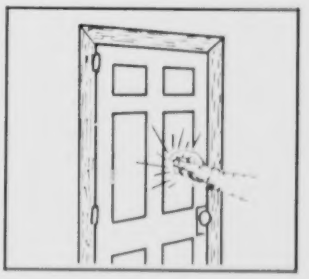












Write the sight word from the story that begins with **kn**.

Write a sentence using the sight word. If you don't know how to spell a word you want to use, just write the letters you know and put dashes for the other letters.

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LADDER PUZZLE

Use the words below to fill in the letters in the puzzle. The words are in groups according to how many letters they have.

3 letter words
- id
- got
- pet
- hop
- can
- far
- dot

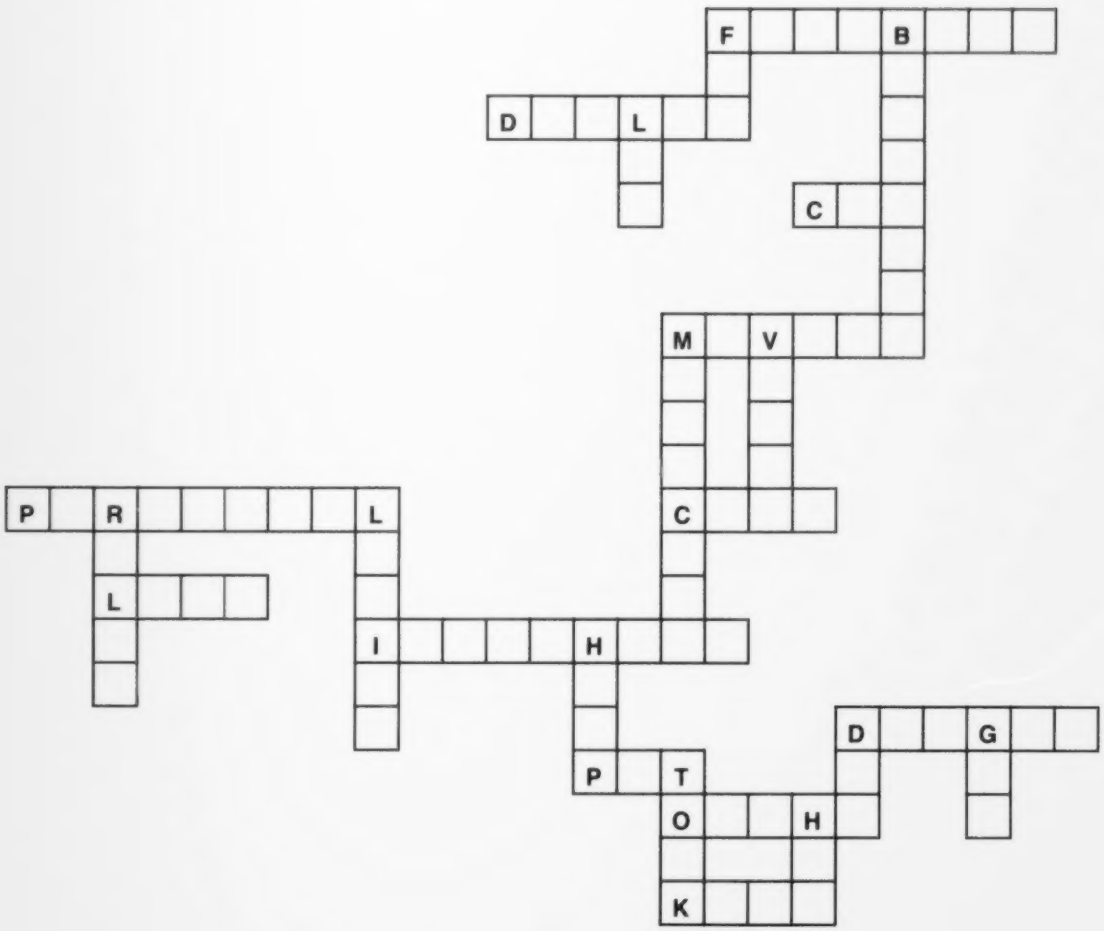
4 letter words
- keep
- help
- took
- look
- cook

5 letter words
- video
- relax
- danger
- listen

6 letter words
- movies
- dollar

8 letter words
- football
- business
- musician

9 letter words
- personnel
- telephone



UNIT 20

Contractions

Sometimes we can write two words together as one word. For instance, we can write **that is** as **that's.** A mark called an apostrophe **(')** stands in place of the letter **(i)** that dropped out of the word **is. That is** and **that's** mean the same, but we say them differently. **That's** is a contraction.

Write and say **that is.** _____

Write and say **that's.** _____

Write a sentence using **that is.**

_____

_____

_____

_____

_____

_____

Write a sentence using **that's.**

_____

_____

_____

_____

_____

_____

Draw a line from the words in the first column to the words in the second column that mean the same. The first one is already done for you.

that is	it's
she is	he's
he is	that's
it is	she's

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Sometimes we can write two words together as one word. For instance, we can write **do not** as **don't.** A mark called an apostrophe **(')** stands in place of the letter **(o)** that dropped out of the word **not. Do not** and **don't** mean the same, but we say them differently. **Don't** is a contraction.

Write and say **do not.** _____

Write and say **don't.** _____

Write a sentence using **do not.**

_____

_____

_____

Write a sentence using **don't.**

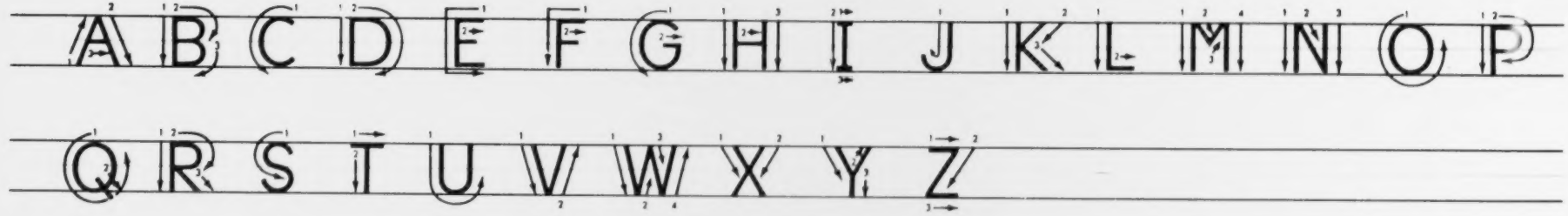
_____

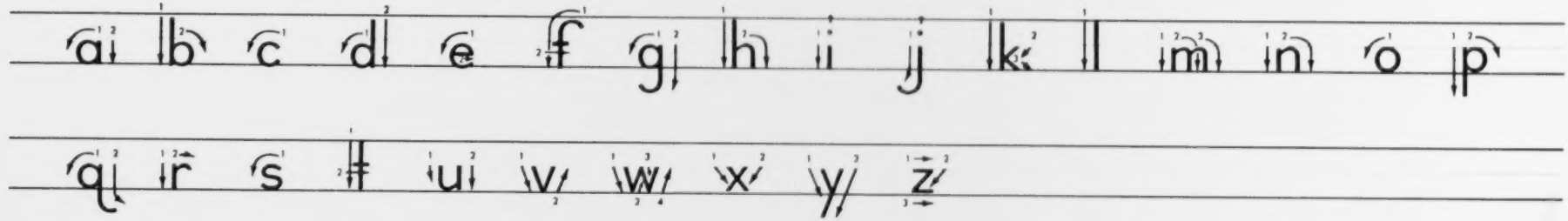
_____

_____

Draw a line from the words in the first column to the words in the second column that mean the same. The first one is already done for you.

would not	can't
could not	shouldn't
do not	wouldn't
can not	couldn't
should not	don't





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